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ABSTRACT

The Technological Applications Project (TAP) is based on three hypotheses: 1) there are a lot of instructional systems and materials that no one knows about; 2) at least some of what has been created is of the kind and quality that could be used by someone else; and 3) access to these little known materials is difficult in many cases as mechanisms do not appear to exist to permit either access or sharing. In its first survey effort, TAP has found support for these hypotheses, and is presently establishing a dissemination network to provide access to little known or unknown systematically developed learning materials for all age levels and groups that are emerging from individual and project efforts nationwide. (SH)

Dissemination Problems
AECT--April 19, 1972
Floyd Urbach

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The Technological Applications Project

A. TAP is based on three hypotheses:

1. There are a lot of instructional systems and materials being developed locally that no one really knows about.
   - not published
   - little known
   - or unknown
   - locally developed
2. At least some of what has been created is of the kind and quality that could be used by someone else
   - adopted directly and placed in use
   - an adaptation could be made
3. Access to these little known materials is difficult if not impossible in many cases as mechanisms do not appear to exist to permit either access or sharing.

B. Our experience the past nine months confirms these hypotheses.

1. <u>There are many thousands of instructional systems in development</u> or already developed. We have identified over 5,000 potential instructional systems in our first survey effort.
2. <u>In analyzing the first three hundred returns</u> it appears that over two hundred submitted instructional systems are of sufficient quality that we are following up on them. If this ratio holds we will shortly be dealing with thousands of products. The magnitude of the numbers of systems involved enormously magnifies the logistical problems of processing, handling, negotiating for, promoting, etc.

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3. The only kind of access, except for regional learning centers, various consortia, some professional associations and school district centers, appear to be totally informal and operate without policy structure. It seems to be made possible only because no one really knows much about what is happening or how much of it is happening. To keep this kind of openness but to switch from a very low profile of sharing to a profile of sharing will be a difficult tightrope to walk.

C. In terms of this presentation

Central issues to establishing a dissemination network

1. The establishment of institutional policies regarding ownership, marketing and educational sharing.
2. The establishment of agreements with the "owners" of products (individuals or agencies) which will permit "non profit" sharing of educational products, that is instructional systems for TAP.
3. The determination of the kinds of information that must be supplied to assist in the decision-making process of deciding to use an instructional system. User needs studies and subsequent translation into information about educational products which will help make the decision to get the right kinds of materials for the situation.
4. The establishment of the logistical procedures to share instructional systems on a "demand duplication" basis as contrasted to maintaining an inventory to draw from.

D. Summary

TAP is a BROAD BRUSH APPROACH to establish some parameters to a vitally important problem...the identification of instructional systems of the kind and quality which can be shared with others.

We have limited ourselves to instructional systems as contrasted to any instructional aid or kind of material. We have generally assumed that instructional systems will take some form of a package or unit which

integrates several learning strategies. We have assumed that many of the instructional systems will be related to individualized instruction or self-directed instruction. We are constantly fighting the danger of either being so broadly spread as to accomplish nothing or of trapping ourselves into too narrow a concept so we accomplish very little.

TECHNOLOGICAL APPLICATIONS PROJECT

Functioning to catalogue instructional systems and to establish a national dissemination network.

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information guide

1. *WHAT IS THE TAP-INSTRUCTIONAL SYSTEMS CLEARINGHOUSE?*

An Instructional System Clearinghouse is being established to *provide access to little known or unknown systematically developed learning materials that are emerging from individual and project efforts nationwide.* There is ample evidence of the need for such a service and of the potential value in providing access to *instructional systems* which have not found their way into commercial or other dissemination outlets.

2. *WHAT IS AN INSTRUCTIONAL SYSTEM?*

An *instructional system* is a tried and tested combination of materials and events that consistently achieve specified objectives. An *instructional system* consists of an idea or practice which has been formed into a tangible, operational product which can be distributed. To qualify for distribution the *instructional system* should be adaptable to students and conditions outside its original setting.

3. *WHAT SERVICES WILL BE PROVIDED BY THE TAP INSTRUCTIONAL SYSTEMS CLEARINGHOUSE?*

- INFORMATION: Technical information describing identified *instructional systems.*
- PURCHASING: *Instructional systems* may be purchased from TAP.
- MARKETING: TAP provides an outlet for developers of *instructional systems.*
- BROKERAGE: TAP can put people in contact with each other concerning common interests in developing *instructional systems.*
- CONSULTANT: Consultants can be suggested in the areas of instructional design and implementation of workshops on instruction and evaluation.

4. *WHAT INSTRUCTIONAL SYSTEMS ARE AVAILABLE?*

TAP is building a repository of evaluated *instructional systems. Instructional systems* are being collected from pre-school through graduate school, including products specifically designed for such areas as vocational, adult and continuing education; special learner groups such as exceptional children, handicapped learner, etc. Content areas range from the liberal arts, natural sciences, home economics, humanities, mathematics, to specific technical skill areas, teacher training (pre-service, in-service, and graduate level), instructional technology, para-professional training, etc.

5. *HOW DO I OBTAIN THE SERVICES OF TAP INSTRUCTIONAL SYSTEMS CLEARINGHOUSE?*

Please notify TAP-ISC of your particular interest(s). Contact TAP-ISC by letter or telephone as indicated in the letterhead.

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